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**SEMI-ANNUAL PERFORMANCE REPORT  
COVER SHEET**

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3. Telephone Number: (216) 831-2255
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First Semi-Annual Report \_\_\_\_\_  
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Final Report X
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12. Name of Federal Project Officer: Margaret Parker
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14. Comments, (if any):

**NATIONAL ADOPTION INFORMATION  
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MAY 0 - 2004

**Adoption Opportunities Grant  
Priority Area 2000 A.8: Innovative Approaches to Expediting  
Permanence and Implementing ASFA  
A Family to Family Model Concurrent Kinship and Foster to Adopt  
Family Plan for Special Needs Children  
(Two Ways Home)  
90 – CO – 0941/01  
Final Report  
9\30\03 – 12\31\03  
(extension period)**

**Introduction**

The experience of Two Ways Home (A “Family to Family” Model for Concurrent Kinship and Foster to Adopt Family Plan for Special Needs Children) during the past three years has been one of experimentation, innovation and learning. The promising practices implemented and the lessons learned from those practices have been multi-dimensional. The lessons have impacted both micro and macro levels of practice within Beech Brook and Cuyahoga County Children and Family Services (CCDCFS) and other service providers that have been part of the collaborative efforts. Both the failures and successes of the program have been the basis for learning. This final report will highlight those lessons most significant to the field and future practice. The report will also cover the activities of the three month extension period of the grant and give an overview of the activities of the over all grant period.

The overall goals of this project were:

1. To develop and pilot a model of community- based service involving a public/private partnership between the Cuyahoga County Department of Children and Family Services and Beech Brook, based on the Casey Foundation’s Family to Family Initiative, in a collaborative effort to respond to the Adoption and Safe Families Act (ASFA);
2. Working in partnership with CCDCFS during the process of kinship identification and or foster to adopt to increase and expedite the placement and subsequent adoption in a relative’s home;
3. To develop a concurrent alternative plan for those children for whom no relatives are identified and for whom no permanent home has been found for adoption services.

As reported in previous semi-annual reports, early in the implementation of the program it was decided that the concurrent plans being developed would also include reunification. This decision was made to assure that best practice efforts were being followed. This also assured that all of the ASFA requirements were being addressed, including Section 101 relating to reasonable efforts being made to preserve and reunify families. This gave the birth parents every opportunity to be reunified with

their children and offered equal support and resources to achieve permanency through reunification as that given to achieve permanency by kin and foster to adopt families. This addition, to the model was also consistent with the Casey Family to Family approach upon which this program was modeled. This change in the model essentially included three successful permanency options:

- reunification,
- legal custody with kin, and
- adoption (with kin or foster parents).

All three program goals were achieved to varying degrees. A community based service model was developed in each of the designated geo districts. CCDCFS Family to Family model divides the county into 9 geo districts from which neighborhood based services are delivered. TWH staff has consistently participated in the Family to Family neighborhood collaboratives and partnered with other agency members to deliver community based services to TWH families. The partnership developed with CCDCFS has been one of the strongest components of the model. The partnership is multi-leveled from individual worker relationships to middle and top administrators. These partnerships have been key to the over all success of the program. Concurrent alternative plans were developed for all cases however the need to develop plans outside of relative placements was more limited than anticipated due to adding reunification as one of the permanency outcomes and the over all success of the program in finding relatives.

In addition to the three programmatic goals, the grant proposal delineated the following results and benefits as those to be derived from the project.

1. Working in partnership with CCDCFS, a collaborative model of kinship identification and assessment to increase the placement and subsequent adoption of children into relatives' homes will be developed.
2. A specific number of children will be adopted or in permanent placement.
3. Beech Brook will provide assistance to CCDCFS in expediting all paperwork for timely court processing and establishing legal permanence. Additionally, Beech Brook will provide a Legal Advocate, who will facilitate and resolve issues as they arise during the court process.
4. Barriers to legal permanence and placement permanence will be identified and plans will be instituted to decrease or eliminate the barriers to successful and nurturing placement in a timely manner.
5. Using a community – based service program, Beech Brook will expand the “Family to Family Initiative” and work even more closely with our neighborhood collaborative.

6. By developing and strengthening this community based collaborative, Beech Brook will work with the Annie E. Casey Foundation to transfer our vision and learning about permanency to other geo districts throughout the County, as well as to other county and state sites.

All of the predicted results were met to some degree by the pilot program. However, a number of the results were achieved by a different means than anticipated or not to the anticipated degree. These results and their variations will be addressed in subsequent sections of the report.

### **Major Activities and Accomplishments**

The success of the Two Ways Home program during the last three years in accomplishing permanency in an expedited time frame has lead to a contract with the Cuyahoga County Department of Children and Family Services for concurrent permanency planning services for children in their care during the next fiscal year. This accomplishment essentially sustains the Two Ways Home program for the next year with an expectation of continuation into the future if the program can continue its successful permanency achievements. Beech Brook is pleased with this contractual result which allows the agency to continue this innovative work and the recognition that comes with it. But more importantly the agency is pleased to be able to continue to provide this important service to children and families.

The positive impact on individual children's lives as demonstrated in the significant findings section of this report and the hope this work holds for children and families into the future is the true source of the agency's pride in the accomplishments of this pilot program. Additionally, the contract with CCDFS expands the program to a third geo district thereby meeting the expected result of transferring the vision and learning about permanency to other geo districts. This contractual arrangement also ensures that the partnership relationship between Beech Brook and CCDCFS will be continued as well as the collaboration with the Family to Family neighborhood collaboratives.

Measuring the importance of providing a permanent family to a child when a permanent family relationship has been threatened is a very difficult task. However the results reported in the significant findings section of this report demonstrates that permanency has a positive impact on a child's over all well being. Results from Ohio Scales analyses demonstrate that children make improvements in problem severity and functioning as rated both by their worker and their parent while they are in the Two Ways Home program. Details of these results can be found in the Significant Finings section of this report. A permanent family and the safety and security that such a relationship implies are fundamental to a child's development and over all well being. Only the provision of the basic physical needs of a child can be seen as more important. The important achievement of permanency was accomplished for 8 children during the extension period and 47 children in total during the regular grant period and extension period combined. Further details of these results can be found in the Significant Findings section of this report. Sixty three percent of all cases served by Two Ways Home achieved permanency during the course of the grant. Twenty - two cases remained open at the end of the grant,

the permanency work on these cases continues with an expectation that most will reach permanency with approximately the same average number of days to permanency. Most of the remaining cases were received late into the grant period therefore the time to reach permanency for those cases were very limited. Beyond the permanency achieved support networks were built and relationships between family members solidified both in reunified families and in kinship legal custodies and adoptions. These permanency placements were made on average in 323.94 days. The permanency placements included 25 reunifications, accomplished on average in 256.40 days, 16 legal custodies by kin on average in 318.81 days and 6 adoptions on average in 619 days. It is also significant to note that all adoptions have been kinship adoptions. This combined with the 16 legal custodies speaks to the programs success in building a model that successfully identifies and assesses kin for permanence achievement. Further this meets the stated expectation of a specific number of children being adopted or in permanent placement through the pilot program.

One case of particular note and innovation was the case of a sibling group of two for which permanency was achieved through legal custody being granted to a neighborhood family not previously known to the children. The family was specifically recruited for these children with the agreement that the family would also open their home to the birth mother. TWH in partnership with another Beech Brook program, Family Connections, and local media recruited a family willing to provide this extraordinary support to this developmentally delayed mother and her children. Details of this effort and newspaper coverage can be found in the dissemination activities section of this report and in Attachment 1. The lessons learned from the case cited above and other applied innovations and the partnerships built between the public and private providers will impact the delivery of service to children and families for a long time to come.

TWH staff have been active throughout the grant period disseminating information specifically about the pilot program and generally about concurrent permanency planning. Presentations were made at seven conferences with additional presentations and workshops being held at various meetings of child welfare professionals and foster parents. The specifics of the presentations are detailed in the dissemination activities sections for this report. These presentations were made at national, statewide and local conferences and meetings. Further the presentations have lead to conversations and consultation with other counties around the state. These activities have resulted in transferring the vision and learning about permanency to other counties and states meeting one of the expectations of the pilot program.

Participation at the Child Welfare League Kinship Conference also provided a local networking opportunity. At this conference TWH met other kinship providers from the Cleveland area. These meetings prompted TWH inclusion in a local kinship support network. This has further expanded the community connections of the program, increased service resources for the kinship providers and provided an advocacy component to the TWH program.

## **Problems**

There were no new problems encountered during the extension period. Case specific problems as in past periods that were encountered were most often bureaucratic rules that delay permanency. To the extent possible, TWH staff anticipated these problems and worked with CCDCFS staff to address them early in the case process. Other problems related to case management were caused by miscommunication or lack of understanding of TWH and concurrent permanency planning. These problems were encountered primarily with CCDCFS staff from departments outside of the ongoing units that are familiar and supportive of the concurrent planning process.

To address this problem, education regarding the program, TWH staff's role as a permanency worker and the concurrent planning approach is an ongoing process. This education process is done on the individual worker to worker level as well as on the systems level. The CCDCFS administrative and management staff partners of TWH have given TWH opportunities to present the program and approach at various interdepartmental meetings and activities. Additionally TWH staff have begun attending regularly scheduled unit meetings making TWH an integral part of the delivery of services in those geo districts and assuring that TWH is up to date on all activities and related policies and procedures of the units. Increasingly, CCDCFS staff have also become TWH and concurrent planning advocates and have become instrumental in the education process of their peers.

Interestingly, the lack of understanding of the permanency planning role has most often been encountered with the staff from the placement and adoption units. The problem is two-fold, first not understanding that the activities they often perform have been done much earlier in the case process. Secondly, trusting that the adoption issues have been adequately addressed and all of the rules and procedures followed (this sentence is a bit long). In some instances this has caused TWH case managers to take a few steps back in the process to assure that the adoption staff's concerns have been addressed. The adoption staff have some legitimate concerns related to adhering to the adoption and foster care rules. Some of the rules do inhibit the ability to expedite the permanency process. For example, by rule, child specific recruitment cannot be actively pursued outside of those that know the child until the child is in the Permanent Custody of county. This slows down the concurrent planning process in those cases where no suitable kin or foster parents have been found.

This problem with the other departments of CCDCFS also highlights the importance of developing the relationships and partnerships up front. Early in program implementation much time and energy was spent to develop the relationships between the ongoing staff of CCDCFS and TWH staff. Placement and adoption workers were not part of the early casework and the development of these relationships was not as well attended to.

Integration of the work of TWH with the Family to Family neighborhood collaboratives has been less successful than anticipated. TWH staff have consistently participated in the collaboratives. However much of the planning and activities of the collaboratives are more prevention oriented so the direct benefits to TWH clients has been limited. Further, areas such as recruitment of TWH partner parents which seemed like a natural connection with the neighborhood collaboratives was problematic. The collaboratives are responsible for recruitment of foster parents for CCDCFS. The hope was that recruitment efforts could be done jointly however a private agency such as Beech Brook recruiting from the same neighborhood was viewed more as competition for a limited pool of recruits than as an approach that could benefit both agencies.

This has lead TWH to approach the recruitment of partner parents in a new direction. TWH with the support of CCDCFS is considering recruiting partner parents from the pool of current CCDCFS foster parents. This approach hold great promise as many of the CCDCFS foster parents have already received training through the Family to Family Initiative on working with birth parents so these parents will only be adding the permanency commitment to their approach of caring for children in TWH. This direction will be furthered explored as TWH continues to provide concurrent planning services to CCDCFS over the next year.

### **Significant Findings and Results**

Seventy-five (75) clients were enrolled and active in the Two Ways Home Program between October 1, 2001 and December 31, 2003. The project served the Mt. Pleasant (56.0%) and East Cleveland (44.0%) geo-districts. 100% of the clients were African American. 52.0% of the children were male, and 48.0% were female. The mean age of the children at intake was 7.92 years ( $SD=4.45$ ).

20.8% of the children served had at least on incidence of substantiated physical abuse in their history and 54.2% had a substantiated history of neglect. 38.6% of the children came from families of origin with a history of mental illness, and 63.9% came from a family with a history of substance abuse.

Of the 75 clients enrolled, 47 reached permanency in the traditional sense, either through reunification, finalized adoption, or legal custody. Two (2) additional clients were in adoptive placements as of the writing of this report, 3 were in permanent planned living arrangements (PPLA) and 1 is deceased. The placement of the 2 children into adoptive placements took an average of 935.50 days ( $SD=33.23$ ). These two children are siblings. The Permanent Custody decision for these children was appealed by their mother the appeal process greatly added to their length of time in care. Further discussion of the appeal issue can be found below in the barriers section of this report. When all children who ever reached an adoptive placement are included (those currently in adoptive placements plus those who have finalized adoptions), the mean number of days to adoptive placement was 546.88 ( $SD=306.46$ , median = 528.50,  $N=8$ ). The children in PPLA took an average of 476 days ( $SD=29.70$ ) to reach that status. The remaining 22 clients are still in care at the time of this writing in a combination of kin and foster placements. These children have been in care by Two Ways Home for an average of

436.55 days ( $SD=289.41$ , median =267.00). Eight of these children have not reached permanency due to atypical circumstances of court appeal and the separation of perspective adoptive parents. The mean number of days these 8 children have been in care is 785 ( $SD=156.16$ ). The 14 remaining cases are those more recently referred to the program and are expected to achieve permanency at a rate similar to other TWH cases. These new cases have been in care an average of 237.43 days ( $SD=68.99$ ).

Tables 1 and 2 show a breakdown of the time in days it took for children in the Two Ways Home program to reach permanency based on two different conceptualizations of permanency. Immediately following the tables is further discussion of each type of permanency. Table 1 displays the number of days from intake to permanency as defined in the traditional legal sense of reunification, finalized adoption and legal custody. Table 2 breaks out the legal custody cases to demonstrate that one-fourth of these cases are actually reunified with their birth father. In the eyes of the TWH program, these cases should be considered reunification because the children are able to achieve permanency within their birth families. The definition of these cases as legal custody represents an implicit legal system bias against birth fathers as they attempt to take responsibility for the lives of their children. Further, one sibling group of six is legally classified as a reunification however they were reunified with their grandmother who had been granted legal custody in an earlier ruling. This is more accurately described as a kinship placement but the legal classification makes it appear as a reunification.

Table 1. Number of days from intake to permanency (defined in the traditional legal sense)				
Type of permanency	N	Mean # of days	Standard Deviation	Median # of Days
<i>Reunification</i>	25	256.40	172.27	235.00
<i>Finalized adoption (all kin)</i>	6	619.00	209.03	582.00
<i>Legal Custody</i>	16	318.81	192.74	343.50
<i>Total</i>	47	323.94	214.92	261.00

Table 2. Number of days from intake to permanency (including legal custody with father as a type of permanency)				
Type of permanency	N	Mean # of days	Standard Deviation	Median # of Days
<i>Reunification</i>	25	256.40	172.27	235.00
<i>Finalized adoption (all kin)</i>	6	619.00	209.03	582.00
<i>Legal Custody w/Father</i>	4	327.50	138.38	261.00
<i>Legal Custody</i>	12	315.92	213.07	426.00
<i>Total</i>	47	323.94	214.92	261.00

### *Reunification Findings*

Adding reunification efforts to the model and its inclusion as a successful permanency outcome positively impacted the program results and was the impetus for many of the lessons learned. It is significant that 53% of the cases that reached permanency resulted in reunification. This is particularly significant when it is considered that the cases were selected based in part on the condition that reunification was seen as unlikely. A case could be made that the tool that assesses the likelihood of reunification was deficient. Further analysis of the tool's validity could be an interesting future research question. Another possibility for this result could also be that by engaging extended family members in the permanency decisions of their kin and seeking their support for the reunification the reunification possibilities were increased.

Another interesting finding related to the reunification is that all of the cases with domestic violence as the primary problem were successfully reunified. This again raises the questions about the assessment tool as well as questions about the interventions with these families. Could we avoid removing children from the home by being more aggressive in the removal of the perpetrator in the situation? Or is it the loss of their children that prompts the victim of the abuse to eliminate the negative relationship from her life? A full examination of this issue would also require looking at the services available to the victims. It was the experience of TWH staff that the domestic violence victims received excellent support services.

It is also significant to note that the only successful permanency outcome achieved for children over age 13 was through reunification. The issues regarding the adoption of the older child are well known within the child welfare field. TWH encountered the same issues in working with the older child as others report. The developmental stage of the adolescent seeking independence at this stage in their life works against the idea of being adopted by another family. The system is also structured to easily accommodate the teens' desire for independence through Planned Permanent Living Arrangements (PPLA) as a legal option and independent living programs. Given the pressure sometimes present to move cases toward closure this easy option is taken without much exploration of other options. TWH also discovered that once a PPLA has been granted changing this status even in light of another permanency option is rarely pursued.

Notably the experience of TWH has been that it is often the reunification work that ends up supporting the other permanency options. The work with birth parents; developing a genogram, frank discussions with the birth parents about their inability to complete the reunification and engaging them in the discussion and permanency decision making regarding their children sometimes leads to the successful achievement of one of the other permanency options. The use of the genogram tool with the birth parent(s) certainly increases the number of kin identified expanding the pool of permanency options for the children. Empowering the birth parents in the permanency decisions in some cases also lead to the birth parent's support of the permanency alternative, legal custody or adoption and their agreement to relinquish their parental rights. The relinquishment decision was based on their comfort level with the chosen care giver and the knowledge that all contact with their children would not be ended.

### *Legal Custody Findings*

Permanency through legal custody accounts for 34% of the successful outcomes. This coupled with the fact all of the adoptions were also by kin demonstrates the overall success of TWH in identifying and assessing relatives for permanency. It should be noted however that this process can be very time consuming and requires meetings and communication with multiple relatives that may well turn out not be good permanency options. In the course of identifying and assessing relatives TWH staff contacted up to 16 relatives. The extent of the kin identification is illustrated by the genogram layout of one sibling group of 5 (attachment 2). Most of the adults on this genogram were contacted regarding the permanency options for these children. Some of the relatives and other adults on this genogram were contacted multiple times in the pursuit of permanency for these children.

All cases included multiple face to face and phone contacts. Further, family meetings were used to bring relatives together to discuss placement concerns for the children. The coordination and facilitation of these meetings and the family relationships was central to the work and the development of permanency options. Paternal family members were also a part of the identification process. Identifying paternal relatives was often more difficult as the maternal family members often lacked information about the paternal relatives or were reluctant to share information. However, in some cases the maternal and paternal relatives did unite around the needs of the children. The experience of TWH is that breadth and depth of this work is underestimated by those within the field familiar with the more traditional approach of child welfare. The extent of the work with multiple kin family groupings raises issues regarding reasonable caseload size of workers doing concurrent permanency planning and identifying kin as part of that process.

### *Adoption Findings*

As the data indicate permanency through adoption is more time consuming than the other two permanency options. There are several reasons for this. First adoption includes an additional court process than both reunification and legal custody. Further, in Cuyahoga County the adoption process also takes place in a different court. The custody issues are handled in Juvenile Court while the adoption process is under the jurisdiction of the Court of Common Pleas. Secondly, there are considerably more rules related to approval of adoptive families than for legal custody. In foster to adopt situations this can be an abbreviated process because the foster parents have already met many of the requirements through the foster care process. However the kin have to go through the whole process except in those rare cases where the kin are licensed foster parents. The decision to adopt by relatives can be a very difficult decision for family members. The family dynamics and traditions of some families prevent this from being a real choice, while for other families they see adoption as the best option. Some kin feel this is the best way to establish themselves fully as the parents. It is very personal decision. Sadly, due to the vastly different support options open to those seeking legal custody and those adopting, finances sometimes become the driving force of the decision instead of the family relationships and the overall best interest of the child.

The next section discusses the impact of permanency on the lives of the children in the Two Ways Home program.

### ***Evaluation Results***

An important outcome of the Two Ways Home program is the effect on child well-being. Child well-being was assessed utilizing the *Ohio Youth Problem, Functioning and Satisfaction Scales (Ohio Scales) – Short Form* (Ogles, Lunnen, Gillespie, & Trout, 1996). (attachment 3) The Ohio Youth Problem, Functioning and Satisfaction Scales are designed to assess behavioral problems, level of functioning, hopefulness and satisfaction with services. The Ohio Scales consist of three parallel forms, the youth's parent or primary caretaker (P-form), the youth (Y-form), and the youth's agency worker (W-form). The parent and agency worker forms are designed for youth ages 5-18, and the youth form is designed for ages 12-18. All three raters, parent, youth and agency worker, evaluate the problem severity and functioning scales. Youth and parent rate satisfaction and hopefulness (four items each), and the agency worker completes the Restrictiveness of Living Environments Scale (ROLES - Hawkins, Almeida, Faby, & Reitz, 1992). The Ohio Scales are favorable in the assessment of client strengths and weaknesses from multiple perspectives and are relatively simple to administer, score and interpret.

The Ohio Scales Problem Severity scale is a 20-item scale with questions soliciting information regarding arguing, fighting, rule breaking, truancy, lying, energy level, feeling depressed or anxious, etc. Responses range from "Not at All" to "All of the Time" with a zero to five response range. Scores on the Problem Severity scale ideally will go down over time, indicating a decreased level of problem behaviors as the client progresses in treatment. Current suggested cutoff scores for the population served by this agency are not standardized. However, initial tests for clinical significance for the Problem Severity scale were conducted on a rural, Southern Ohio population. These results indicate that a cutoff score of 25 may determine clinical status. In other words, clients with a score in excess of 25 on the Problem Severity scale may be considered clinically elevated. This score is the same for all three versions of the Ohio Scales.

The Ohio Scales Functioning scale is a 20-item scale with items related to getting along with family, friends and other adults, participating in activities, personal hygiene, learning new skills, accepting responsibility, etc. Responses range from "Extreme Troubles" to "Doing Very Well" with a zero to four response range. Scores on the Functioning scale ideally will go up over time, indicating an increased level of functioning as the client progresses in treatment. Current suggested cutoff scores for the population served by this agency are not standardized. However, initial tests for clinical significance for the Functioning scale are as follows:

- Parent version            50
- Worker version          50
- Youth version            60

In other words, clients with a score that falls below this number on the Functioning scale are experiencing clinically significant impairment in functioning.

The psychometric properties of the Ohio Scales – Short Form were examined to assure correlation with the original version. The following properties are representative of ranges calculated from various community and clinical samples completing the Original Ohio Scales.

Internal consistencies (Cronbach's alpha) were calculated for each version of the Ohio Scales. The Parent form Problem Severity (.93 to .97), Functioning (.89 to .95), Hopefulness (.65 to .87) and Satisfaction (.72 to .79) were all adequate or better. The Worker form consistencies ranged from .92 to .93 for the Problem Severity scale and was .94 for the Functioning scale. The Youth form Problem Severity (.90 to .95), Functioning (.75 to .92), Hopefulness (.75 to .84) and Satisfaction (.72 to .82) were also satisfactory.

Test-retest reliability was calculated for the parent and youth versions for a one-week period. The Parent form test-retest reliability for Problem Severity was .88, Functioning was .77, Hopefulness was .79, and Satisfaction was .67. The Youth form test-retest reliability for Problem Severity was .72, Functioning was .43, Hopefulness was .74, and Satisfaction was .67.

Inter-rater reliability was calculated for the Functioning scale. When vignettes were utilized to inform the ratings, inter-rater reliability was .88.

Problem Severity and Functioning scales, Worker version, were correlated with the Child and Adolescent Functional Assessment Scales (Hodges & Wong, 1996) and the Children's Global Assessment Scale (Shaffer et al., 1983). Concurrent validity for the CAFAS and Functioning scale was -.52, CAFAS and Problem Severity scale correlated at .59. The CGAS and Functioning was .31 and Problem Severity was -.32. For the Parent rating, CBCL and Problem Severity was at .89 and Functioning was at .77.

## **Methods**

Ohio Scales were completed by staff, parents and children upon intake and at quarterly meetings. The 47 children who achieved permanency during the course of the project were examined to determine how their problem and functional status changed over the course of their involvement with the program. Thirty-seven of these children were eligible (based on their age reaching at least 5 years during the duration of the project and having at least 3 months between their fifth birthday and the end of the project or their case closing) to have Ohio Scales completed by workers and parents. Due to the small number of children who were eligible to rate themselves (based on their age reaching at least 12 years during the duration of the project and having at least 3 months between their twelfth birthday and the end of the project; 10 children in all) youth ratings are not included in the analysis.

### *Worker Rating*

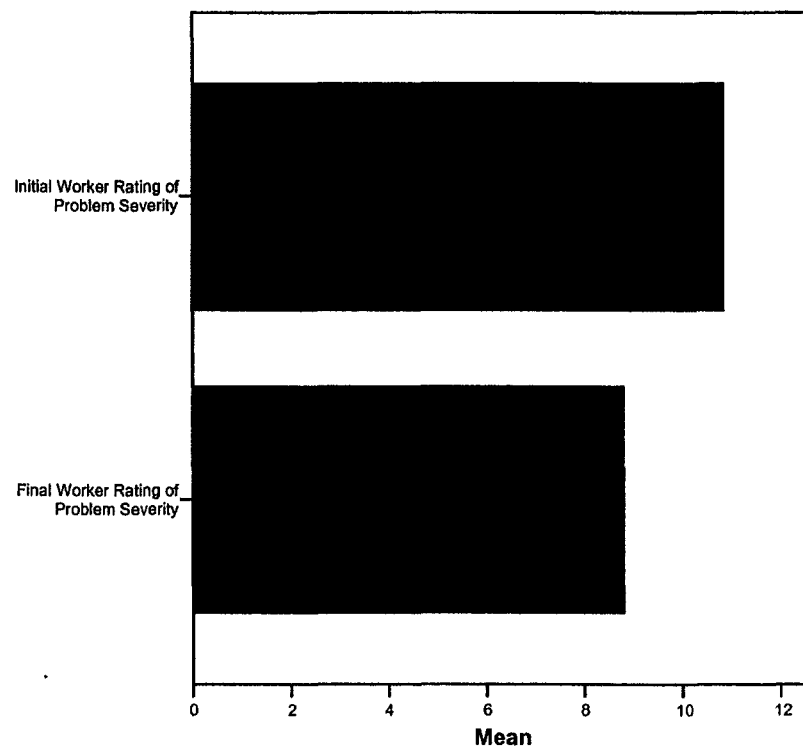
Twenty-four children who had achieved permanency had an initial worker rating and at least one subsequent, or final, worker rating.

The mean number of days between the first worker rating and the last worker rating was 398.54 (SD=237.62, N=24).

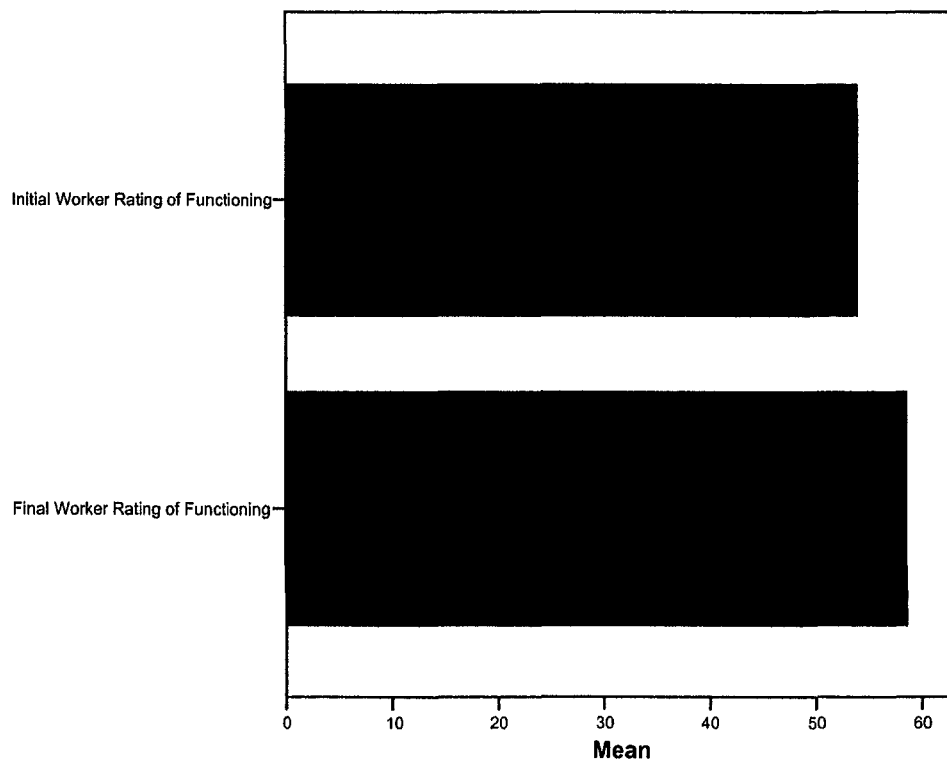
Results of Worker ratings are presented in Table 3. Changes in scale scores on the Ohio Scales demonstrate that children are decreasing in their problem severity scores and increasing in their functioning scores while in the program. Decreases in problem severity from intake to last rating are statistically significant, as are increases in functioning from intake to last rating. This is noteworthy given the small sample size. It is not known what impact the gap in time ( $M=167.29$ ; SD=187.50) between intake and the first Ohio Scale rating has upon problem severity or functioning. The difference in time between intake and the first rating can be explained by the amount of time needed by workers in getting to know the children before rating their behavior.

<b>Table 3. Paired Samples Test – Initial Worker Rating and Final Worker Rating</b>					
Pair	Paired differences		t	df	Sig.
	Mean	SD			
Problem Severity (initial/final)	-5.0	8.94	-2.74	23	.01
Functioning (initial/final)	8.5	11.36	3.68	23	.00

**Chart 1.** Mean Initial and Final Worker Rating of Problem Severity



**Chart 2.** Mean Initial and Final Worker Rating of Functioning



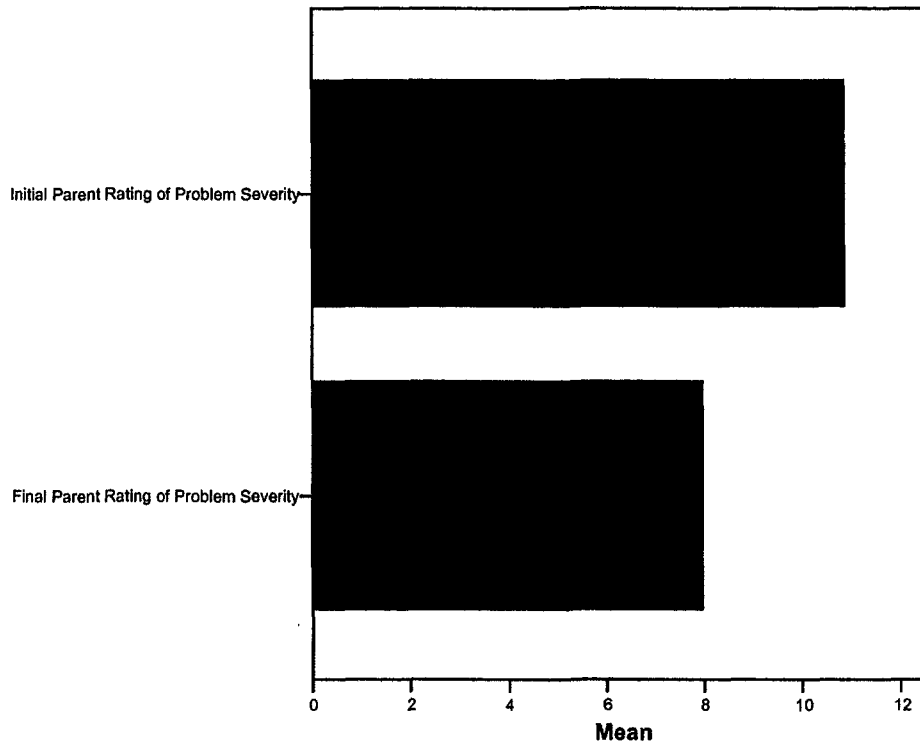
Twenty-one children who had achieved permanency had an initial parent rating and at least one subsequent, or final parent rating.

The mean number of days between first parent rating and last parent rating was 314.38 days (SD=168.79).

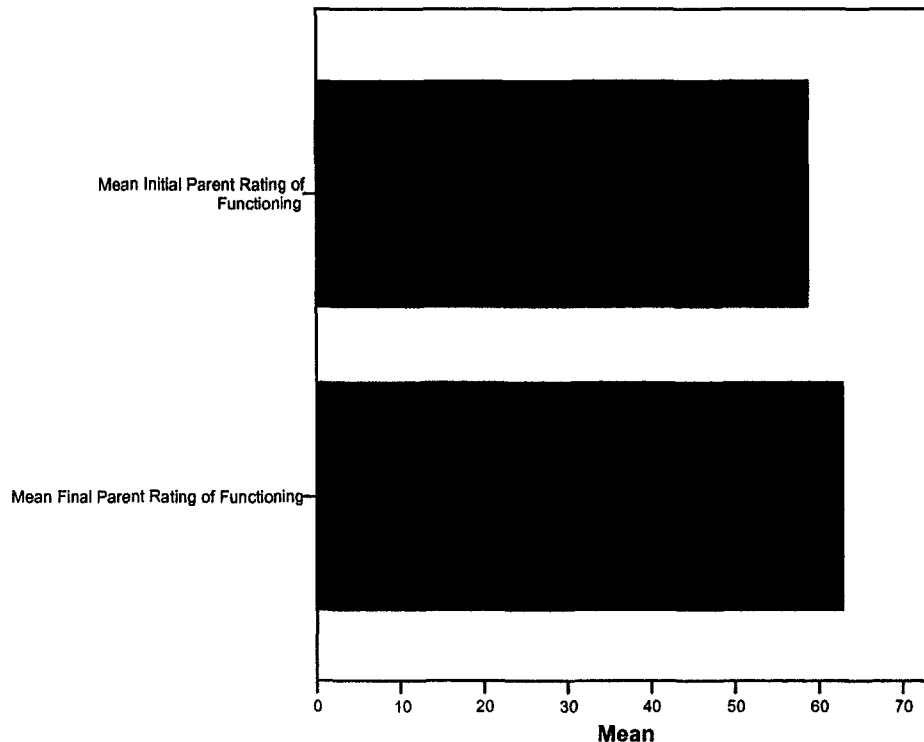
Results of parent ratings are presented in Table 5. As rated by their parents, children are decreasing in their problem severity and increasing in their functioning while in the program. Decreases in problem severity are significant. Increases in functioning are borderline significant. . It is not known what impact the gap in time ( $M=226.76$ ; SD=239.60) between intake and the first Ohio Scale rating has upon problem severity or functioning.

<b>Table 4. Paired Samples Test – Initial Parent Rating and Final Parent Rating</b>					
Pair	Paired differences		t	df	Sig.
	Mean	SD			
Problem Severity (initial/final)	-2.905	6.75	-1.97	20	.06
Functioning (initial/final)	4.10	7.48	2.508	20	.02

**Chart 3.** Mean Initial and Final Parent Rating of Problem Severity



**Chart 4.** Mean Initial and Final Worker Rating of Functioning



### *Barriers*

Many barriers to permanency were identified over the course of the grant period. Barriers were identified on an on-going basis throughout the project. Monthly managers meetings were held to identify issues and problem-solve in order to overcome barriers to permanency. Additionally, at the conclusion of the project, a content analysis was performed on the minutes from the monthly meetings to pull together themes related to obstacles encountered throughout the project. These barriers fell into three major categories:

- child barriers,
- family barriers and
- system barriers.

The identified child and family barriers for the most part are issues that the field has been well aware of for years. Many of these barriers exemplify the needs and problems that are responsible for bringing children into care so these barriers are the reasons that child welfare intervention is needed. However, some of these problems are exacerbated by systems issues.

For example a child or family member's mental health problems may be a major barrier to achieving permanency for a particular child. The system, in this instance child welfare and mental health's inability to act quickly in the provision of service, increases the extent to which the mental health problems inhibit permanency. In the experience of TWH, getting the needed mental health services for adults in a timely and consistent manner was more problematic than getting mental health services for the children.

These cases would sometimes not move toward permanency because the parent had not received the needed services to fulfill the reunification plan. While certainly a case can be made that this delay was necessary in all fairness to the parent, the child lingered in foster care and all too often their problem behaviors increased over time impacting their permanency options. Like scenarios were seen related to the provision of alcohol and drug services and services for the mentally retarded and developmentally delayed.

Affordable housing was a major barrier to the achievement of permanency. This barrier impacted all three types of permanency results. Again, systems issues complicated the problems. Safe housing was often a condition of the birth parents reunification plan but when the parent would seek housing through low income housing programs they encountered several problems. First, often they were simply put on a waiting list delaying the achievement of permanency until housing became available. However, in some programs the parent was refused even a spot on the waiting list for housing large enough for them and their children because they did not currently have custody of their children. This put the parents in a classic Catch 22 situation. They were not eligible for the needed housing without their children and they could not be reunified with their children until they had acquired adequate housing. Another systems barrier was again related to the timeliness of available support. CCDCFS can in some circumstances provide rent vouchers or a security deposit for birth parents or kin to secure housing. However the delay in payment of such could be up to 3 months. This delay greatly impacted the number of landlords that would accept these vouchers. Flexible family support funds available through TWH did expedite permanency achievement for some families both birth and kin in this type of situation.

Kinship placements were also impacted by housing problems. Often the kin being considered for placement lived in a home too small for the number of children to be placed with them. This problem was intensified for kin striving to meet foster care and adoption rules. The housing problems were not only limited to space but some homes needed repairs of various types in order to meet regulations. These unexpected costs of getting home repairs strained family budgets and delayed the placement of children with loving kin. These issues necessitated several families moving in order to provide permanency for their young kin. Although less often, issues regarding space were also encountered in some foster to adopt situations. In some cases previous foster parents desired reuniting with children they had cared for in the past but at the point the child(ren) returned to care the foster home was full with other foster children. These foster parents were then confronted with the same choices of kin placements, find larger suitable housing or disrupt the current foster placements.

Some of the rules and regulations related to foster care licensing and adoption approval also negatively impact the time to permanency achievement and in some cases prevented kin from being able to adopt. As cited above many of these rules related to housing and space concerns. Further, some of the rules regarding background checks and previous criminal history and or involvement of family members with the child welfare system prevented some kin from being able to adopt.

If kin opted for or were limited to legal custody as their permanency option the lack of adequate support could be a barrier to permanency. The support available to kin is Temporary Assistance for Needy Families (TANF) funds. In several cases even this limited support to the kin was delayed by variations in dates when the birth parent stopped receiving TANF funds and the care giver actually began providing care, or due to inadequate documentation of eligibility, among other issues. These delays greatly impacted already stretched family budgets and added stress to families already in very difficult situations.

Attitude and perceptions of staff throughout the child welfare process, while more difficult to quantify, remain as barriers to permanency. Some people within the field have a very difficult time accepting concurrent planning as a reasonable approach. There is a belief by some that you cannot work two plans simultaneously and give equal effort to both. The TWH experience was that it is difficult to hold both plans, but it can be done. Surprisingly, as the work progresses, the two plans come together. Building a family network to support reunification is only steps away from finding those members willing to provide permanency for the child(ren) should that become necessary.

TWH also encountered strong attitudes regarding voluntary relinquishment as an option. Some within the legal system were very punitive to birth parents willing to relinquish their children even in the presence of a viable permanency alternative. It was also the experience of TWH that some staff hold birth fathers to a higher standard than the birth mothers. Some of this was due to misinformation regarding the requirements. Also of interest is that in Cuyahoga County, if the children were not living with the father at the point of removal, permanent placement with the father was pursued as legal custody not as reunification.

As expected, the legal system is fraught with barriers to permanency. These barriers sometimes greatly delayed the achievement of permanency for TWH clients. Concrete evidence of this can be seen by comparing the length of time it took to achieve social permanence in comparison to the length of time it took to achieve legal permanence. TWH defined social permanence as; the point at which the child and caregivers considered the child to be in a permanent home. The following criteria were used to determine social permanency status:

1. Care giver(s) verbalize their commitment to providing permanency to child(ren) to;
  - TWH and or county staff
  - birth parent or other family members.
2. Care givers make future plans for children by
  - attending pre service training, and \ or
  - participating in open permanency agreement, and \or
  - making appropriate changes in living arrangements.
3. Care giver(s) and child(ren) have established or are developing a relationship.
4. Child, through words and/or behavior, demonstrates desire to remain with care givers.
5. TWH staff have determined that this placement is legally possible.

In an earlier analysis of TWH data, social permanence as defined above was achieved on average in 241 days while legal permanence (including reunification, adoptive placement and legal custody) on average took 377 days to achieve. Adoptive placement alone took an average of 418 days. The difference between the achievement of these two types (social & legal) of permanency highlights the impact of the legal barriers to permanency achievement.

The barriers encountered within the legal system were numerous. The major categories were:

- communication problems
- court paperwork not being completed within specified time frames;
- lack of or inadequate legal representation of parties and
- the appeal process.

Communication problems ran the gamut of lack of communication between CCDCFS and various court and legal personnel, lack of notification of all interested parties of hearings and proceedings and communication problems between attorneys of the various parties. These communication problems often caused delays of up to 90 days and longer as continuances might be granted with each incident.

Submission of court mandated paperwork was an issue identified in the grant proposal as one needing to be addressed. The tracking of barriers within the TWH program confirmed this as a barrier. This was addressed to some extent by the program on a case by case basis. However, the program was unable to impact this issue on a systems level. Even the case by case impact was limited in that while it was the intention of Beech Brook TWH staff to assist with the court paperwork, it was discovered early on in implementation that much of this paper was required to be completed by the CCDCFS worker or the county prosecutor. TWH assisted where possible in gathering information for the completion of the paperwork and communicating with various parties that needed to supply information for the paperwork, but in the end, documents had to be completed and submitted by those designated or mandated to do so. Additionally, the legal advocate for TWH was able to clarify some legal questions or misconceptions held by TWH and CCDCFS staff, but again this was only accomplished on a limited case by case basis with little to no systems impact.

The lack of legal representation of various parties from children to family members was a major legal barrier and the cause for continuances in many cases. These continuances delay the achievement of permanency and leave the children in legal limbo, often when the families are ready to move on and leave agency and court involvement behind. TWH staff also observed that often these delays were followed by an increase in behavioral problems by the children, further jeopardizing their permanency options. A related problem was that attorneys, particularly Guardian Ad Litem, being unprepared and uninformed regarding some of the cases.

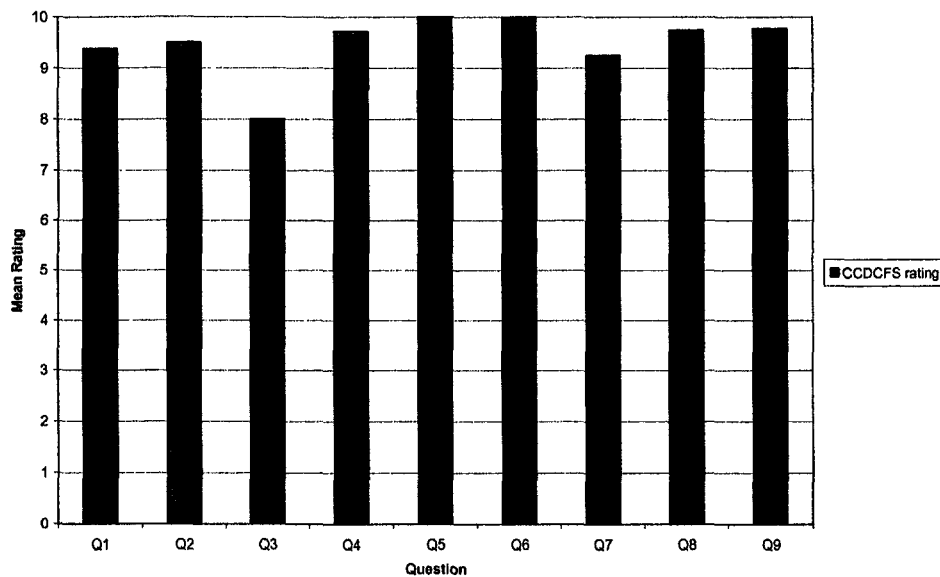
The appeal process greatly increased the time to permanency for one sibling group of four. Even though the juvenile court has in place a process to expedite the appeal process, the birth mother's unsuccessful appeal of the termination of her parental rights added almost 700 days to the time for permanency for these children. The two children in adoptive placements took 935.50 days to reach this status, while their sibling that was not part of the appeal reached permanency through legal custody in 253 days. While adoption does tend to require more time to achieve than legal custody, other cases in the project have reached adoptive finalization in less time than these two children took to be placed in an adoptive home. Two other siblings included in the appeal have yet to achieve any type of permanency. Even more disconcerting was the effect this had on the children over time. At the point that parental rights were terminated three of the four children were in placements considered to be their permanent homes. However, the children's problems increased over time and the permanent placements were jeopardized. This situation was in considerable contrast to one other sibling that was not part of the appeal. This child's birth father was granted legal custody of his daughter when the mother's rights were terminated. This child received counseling services early on and has been well adjusted to her family without the disruptive behaviors displayed by her siblings. While the appeal process did not affect many of the TWH cases, only one sibling group of four, it is significant to note the tremendous difference it made in the length of time to achieve permanency and the devastating effects it had on the children emotionally.

### *Satisfaction*

Satisfaction with the program by CCDCFS staff and families served is an important aspect of program success. CCDCFS staff were given the opportunity to participate in focus groups to evaluate the program; parents and children were administered satisfaction surveys.

A focus group was held in July, 2003 to determine barriers, facilitators and general perceptions of the Two Ways Home program among county staff. Additionally, an interview was held with one District Chief who was unable to attend and results of that interview were incorporated into the overall findings. There were 12 participants total. Participants were very pleased with the services provided by Two Ways Home. Chart 1 below shows the results of nine questions that were asked of CCDCFS staff. Responses were to be given on a scale of 1-10, with 10 corresponding to the most positive response.

CCDCFS Focus Group Ratings of Two Ways HomePerformance



**QUESTIONS:**

1. Assisted with case responsibilities.
2. Increased communication between public/private partners.
3. Decreased barriers to placement with group problem solving.
4. Improve service delivery for referred cases.
5. Potential for reunification forms.
6. Identification of relatives and their commitment of support to birth parents and children.
7. Recruitment, licensing of partner parents.
8. Reunification with birth mothers and birth fathers.
9. Development, implementation of case plans.

Additional comments from the CCDCFS staff included:

- The worker went above and beyond, including finding out things from the family that were different from what they told the Cuyahoga County Case Worker.
- More one-on-one problem solving assistance was given by Beech Brook (ex. wiring someone's home, finding housing). These things could often be "deal-breakers" for kids trying to achieve adoption.
- Because Beech Brook provides the services that the families needed, there was a direct route, no middleman for county to deal with.

- TWH found many more relatives than county would have found.
- TWH supported relatives that county didn't have the time or resources to support.
- County may have had to go PC on some cases that TWH found relatives for up front, or early enough that it made a difference in the outcome.
- Overall, it is a very good program. With TWH help, children go home or get adopted and the buck stops there. CCCW doesn't have to worry about the case or follow up on it.

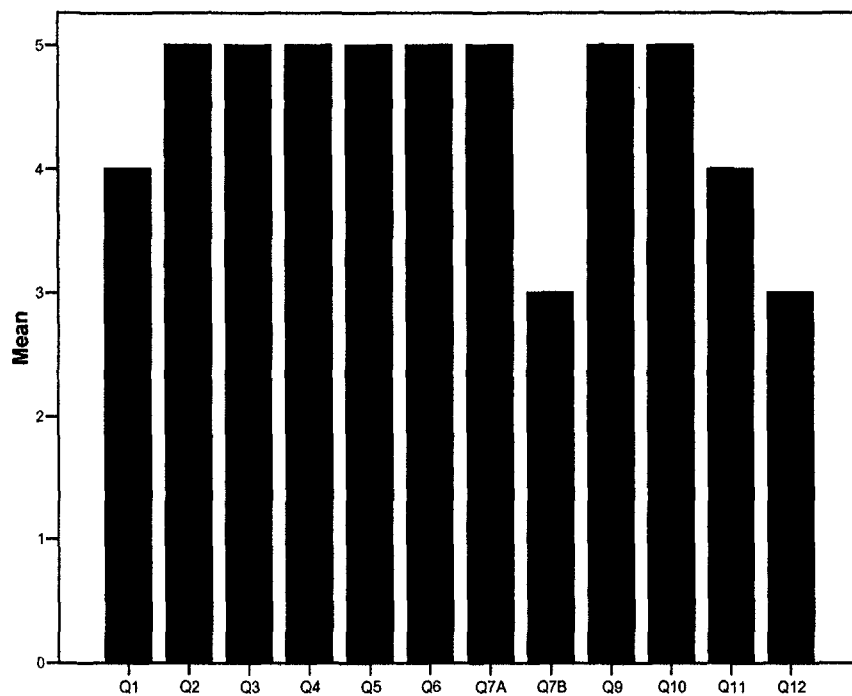
The over all satisfaction of CCDCFS staff with the program speaks to the strong partnership and working relationships that have been built at various levels within the two organizations.

### **Client Satisfaction Survey**

Client satisfaction was measured using a hybrid of a standardized satisfaction rating questionnaire developed by the Texas Department of Mental Health and Mental Retardation (Rouse, MacCabe, & Toprac, 1995) with the addition of questions applicable specifically to the Two Ways Home program (Attachment 4). The questionnaire is geared to a sixth grade reading level. The parent version is comprised of 15 questions; the child version includes 14 questions. The questions specifically measure satisfaction with services, including provider characteristics (both versions), specific informational and support assistance (parent version), satisfaction with placement (child version), and family and individual outcomes (both versions). One item on the questionnaire queries clients regarding obstacles or barriers to service. This is important in order to get some assessment from clients regarding perceived impediments to accessing services. The parent version has an open-ended question for additional comments and the child version asks what advice the children would give to other children experiencing the same situation and to workers to make the situation easier.

The child survey was revised to include pictorial representation of responses so that the survey would be easier for younger children to understand. Children age's eight to eleven completed the child survey with graphics. If the child had difficulty reading the survey or completing the items, the case manager/therapist or caregiver could assist the child, however every effort to maintain independent completion of the forms was to be maintained to assure honest responding. Children ages twelve and older received the same survey questions but without the graphic representations.

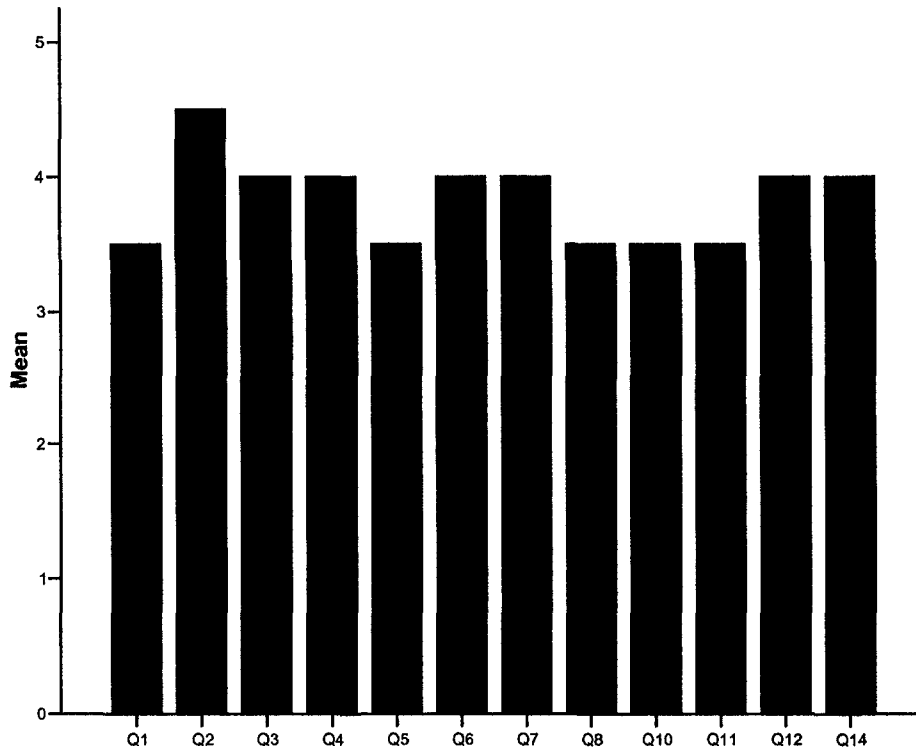
### ***Child Version***



**QUESTIONS:**

1. How did you feel about the help you received from Two Ways Home?
2. The case manager who worked with your family was...
3. Since starting with Two Ways Home, how are you doing?
4. Since starting with Two Ways Home, how is your present family doing?
5. Since starting with Two Ways Home, how is your birth family doing?
6. Since starting with Two Ways Home, how are you dealing with your problems?
- 7A. Since starting with Two Ways Home, how happy are you with the progress made towards adjusting to your kinship family?
- 7B. Since starting with Two Ways Home, how happy are you with the progress made towards adjusting to your kinship family?
9. How helpful was your case manager in explaining the things that are going on in your life?
10. Overall, how happy are you with your current home?
11. Overall, how happy are you with the amount of time it took for you to be reunified/placed with kin/placed with an adoptive family?
12. If one of your friends needed help, would you recommend Two Ways Home?

*Parent Version*



**QUESTIONS:**

1. How did you feel about the services?
2. The staff person who worked with your family was...
3. How happy were you with the amount of time your staff person(s) spent with you?
4. Since starting the program, how is your child(ren) doing?
5. Since starting the program, how is your family doing?
6. The program has helped you deal with your child's family's problems...
7. How happy are you with the progress made by your child/family?
8. Since starting the program, how much did you learn about your child's and/or family's problems?
10. If you needed services again, would you come back to Beech Brook?
11. Since starting the program, my awareness of community resources and where else I can turn for help is:
12. How happy were you with the way staff handled your specific cultural needs?

**Dissemination Activities**

Two Ways Home was active throughout the three year grant period promoting the program and related services and practices. Presentations were made at the local, state and national levels. Dissemination activities were increased during the last year of the grant, sharing the success and lessons learned from the program experience. Over the course of the grant the program and related services and practice were presented at seven conferences and two workshops. Two of those presentations took place during the extension period. As reported last period, Two Ways Home staff presented a workshop *Two Ways Home – Expedited Permanency* at the Public Children Services Association of

Ohio Conference. This workshop was so well received that TWH staff were asked to do similar presentations during the extension period at both the Ohio Department of Job and Family Services (ODJFS) Statewide Foster and Adoption Managers Meeting and at the ODJFS annual statewide Adoption Conference.

These presentations have generated interest in concurrent permanency planning in other counties around the state. TWH has been contacted for additional information regarding their model and program results from other counties and will host an on-site visit to agency staff from a county down state in the coming months. Workshop participants have shown interest not only in the permanency results and TWH model but also in the partnership between the private agency, Beech Brook, and the public children services agency, CCDCFS.

Locally, during the extension period the program results were presented to three meetings of administrators and managers at Cuyahoga County Department of Children and Family Services (CCDCFS). The presentations included not only the permanency data and timeframes but also included the results of the focus groups highlighting the positive impact of the partnership developed by the two agencies. These presentations were crucial to the development of the contract with CCDCFS for the continuation of concurrent permanency planning services of Two Ways Home to the department.

Grass roots efforts through out the grant period to disseminate program information and recruit partner parents included community and award dinners as well as various marketing and educational campaigns within area churches. On a broader scale the program received local print and electronic media coverage throughout the grant period. This coverage was used to promote the program, raise awareness regarding the permanency needs of children and to recruit partner (foster to adopt) parents. As previously reported, these activities included radio interviews and ads, as well as local TV and newspaper coverage related to specific case success. Outreach to community churches in recruitment efforts and participation in the *One Church, One Child* program were other means of dissemination. Periodic articles in Beech Brook newsletters were also used to disseminate program information and results internal to the agency. As noted in a previous report TWH was involved with a particularly innovative permanency plan for a developmentally delayed mother and her two children. An extensive collaborative effort of Beech Brook programs, CCDCSFS and legal entities resulted in legal custody of the children being given to a family that also agreed to provide a home for the children's mother. Local media outlets covered the search for such a family and then reported the happy results when the children were placed with this family. (Plain Dealer follow up article attached, Attachment 1). In addition to the positive press over all this case increased the visibility and reputation of Beech Brook as an innovator in the field and has enhanced the agencies creditability within CCDCFS and juvenile court.

## **Other Activities**

Aside from the everyday activities of case and program management TWH staff was involved with various agency activities. TWH staff work closely with the foster care and adoption clusters within Beech Brook and another pilot program, Family Connections. Client support, team building and staff development activities are done jointly with these two programs. TWH staff have also been an integral part of the foster parent recruitment and training activities including the permanency message in all presentations and training.

Time was also spent reviewing and revising forms and the concurrent permanency planning process developed by TWH. Attention was given to the documentation of procedures. These activities will lead to taking the program from its current pilot status to institutionalizing the program and related services within Beech Brook.

As previously mentioned TWH staff have become active in the Kinship Network. Staff also continue to participate with the Adoption Network. Both of these networks bring together providers of similar services to raise awareness, advocate and provide joint programming and services for kinship and adoptive families. Staff have also been active in planning activities for both neighborhood collaboratives.

### **Conclusion**

Beech Brook is pleased with the over all success the TWH program was able to achieve. The lessons learned from the experience continue to inform practice within Beech Brook and Cuyahoga County Department of Children and Family Services. The partnership developed through this program will support the continuation of concurrent permanency planning services within both agencies. The work of institutionalizing concurrent permanency planning within Beech Brook has begun, establishing standards for best practice, instituting procedures and documenting results are all being put into place. Plans for further development and improvements in the services are being developed by the primary partners Beech Brook and Cuyahoga County Department of Children Services.

Areas being considered for development include: expansion of the partner parent pool to include county foster parents, integrating parenting classes with birth family visits and program expansion into other geo districts. Additionally, the innovative approach of finding a family for a family has sparked interest in developing a model that would provide this type of placement for other families.

Beech Brook has increased their creditability within legal system as well through TWH. As more cases have reached the permanency decision point the legal entities involved are becoming more familiar with TWH and its services. The benefits of these services are being seen for both the children and families. As the program continues into the next year these working relationships will continue to be strengthened and developed for better service to the families and children involved.

The message and lessons learned of TWH will continue to be shared with other entities throughout the county and the state. Likewise TWH will continue to learn from the partnerships and networks that have been developed from the pilot program experience. The lessons learned through this program have been extensive and the promise of this work will continue to impact children in care well into the future.

## **ATTACHMENTS**

- 1. PD Article – Small- town heart beats in Cleveland**
- 2. Genogram**
- 3. Ohio Scales (8 pages)**
- 4. Two Ways Home Focused Discussion Guide (3 pages)**
- 5. Client Satisfaction Forms (6 pages)**

## **Attachment 1**

A man from Elyria sent \$25 and wrote about his widowed mother living on a small life insurance policy.

"Her knees trembled when she signed the mortgage obligating her for a payment of \$15 a month, a real burden for a woman with four small kids living on a secretary's income in 1951.

"I grew up in that house, ultimately put myself through college, then got drafted into the Army ... During that time I always knew where home was ... I truly admire what that woman is attempting to do for those four children."

Because of your generosity — \$3,408 in all — Kathy has enough to pay off her debt and pay the rent while she looks for a job.

"I'm getting hope back," Kathy said, fighting tears.

Her landlord, Ann Adams, had three words to say, over and over: "Oh, my God."

"I can't believe it. How do I ever thank these people? This is wonderful."

And, now, let me thank all the agencies that *did* come through for another woman in need.

Last May I wrote about a woman who was going to permanently lose her two children. Marie, 31, whose IQ hovers in the 50s, had been living with family members who helped care for her children, ages 18 months and 10 years.

When she lost their help, the county took away her kids. Marie could only visit them.

Juvenile Court Judge Peter Sikora granted a six-month extension so Beech Brook, the county mental retardation board and the Department of Children and Family Services could find a family willing to "adopt" both Marie and her children.

Nancy Kortemeyer from Beech Brook called me Thursday to say Marie and her children are now living with a Cleveland family.

"This isn't a happy ending," Nancy said. "It's a happy beginning."

To reach this Plain Dealer columnist:  
rbrett@plained.com, 216-999-6328

REGINA BRETT



## Small-town heart beats in Cleveland

It has been said before, but it's time to say it again: Cleveland is a big small town.

Last week I wrote about a woman facing eviction. The woman didn't ask me for help; her landlord did. The landlord didn't want to evict the woman, a mother of four, because she had always paid her rent on time until she split with her husband in March.

The renter owed nearly \$2,000 rent for the Parma Heights bungalow. All the agencies she and her landlord contacted said the woman had to be homeless to receive help.

Ever since telling her story, my mailbox has been overflowing.

The angels at the Church of the Holy Angels in Chagrin Falls sent gift cards worth \$225. A Hinckley couple sent \$1,000.

Yes, you read that right. One thousand dollars.

All they asked was that the tenant one day assist someone else in need.

A card with a \$100 check and three dollar bills came from Brunswick: "I couldn't pass up the opportunity to help. P.S. The kids wanted to help too."

Ten dollars showed up with this note: "My kids will skip McDonald's today for PB & J."

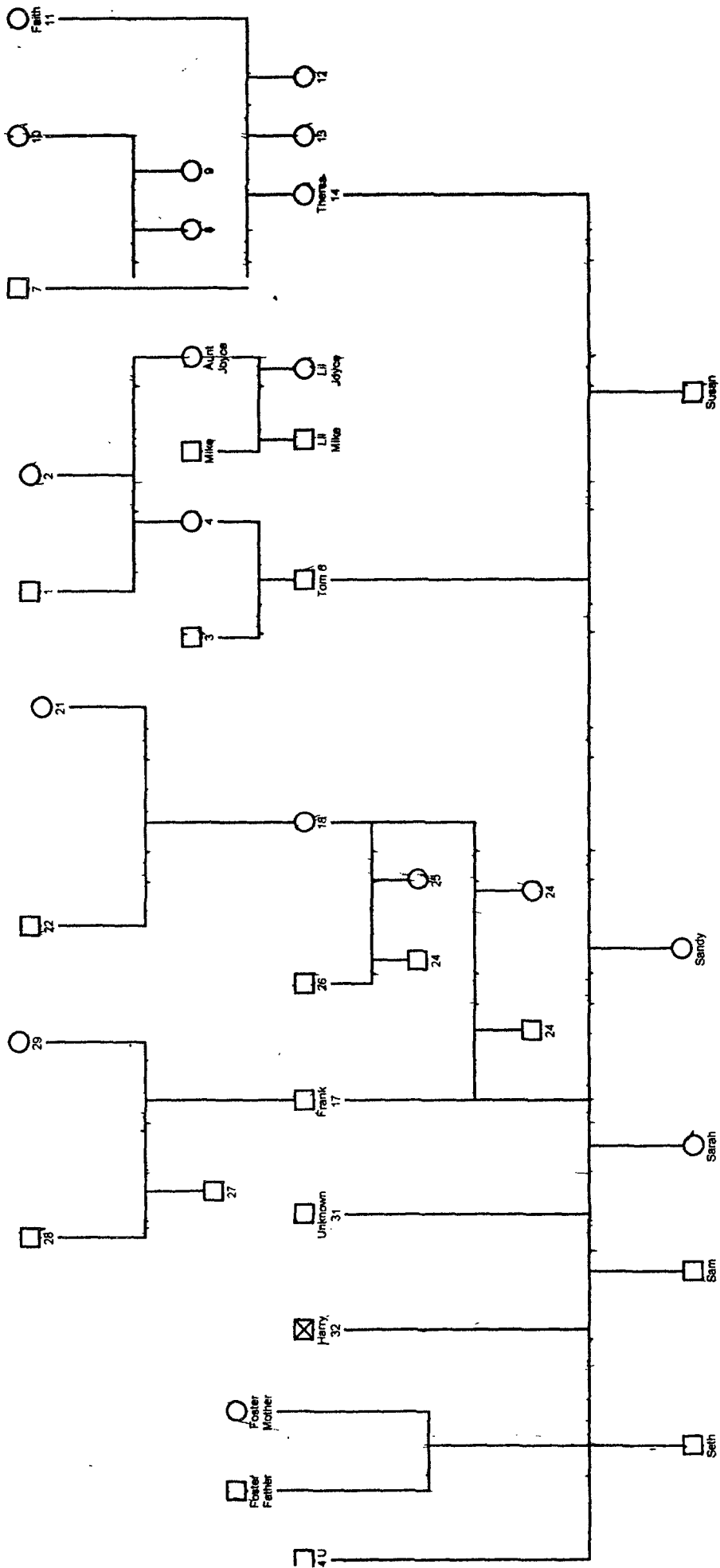
One trusting soul sent a \$100-bill and wrote, "It's ridiculous that she cannot get any help from the social agencies. Maybe she should move to Iraq to get help."

One couple wrote a check to me for \$250 to cash and send on anonymously.

"One woman sent \$25 and wrote, 'I know what it's like not to qualify for aid programs. My son is autistic, but my husband makes too much. I hope this small check helps.'"

## **Attachment 2**

AK-2



## **Attachment 3**



Form Revision Date: 09/05/2001



# Ohio Scales: Agency Worker Form

1	7	7	1	0
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# W

Shade Circles Like This--> ●

Not Like This--> ☒ ☐

Youth's Name: \_\_\_\_\_

Today's Date: \_\_\_\_\_

Form completed by:

☐ Case Manager   ☐ Therapist   ☐ Other

Instructions: Please rate the degree to which the child has experienced the following problems in the past 30 days.	Not at All	Once or Twice	Several Times	Often	Most of the Time	All of the Time
1. Arguing with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Getting into fights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Yelling, swearing, or screaming at others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Fits of anger	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Refusing to do things teachers or parents ask	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Causing trouble for no reason	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Using drugs or alcohol	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Breaking rules / breaking the law (out past curfew, stealing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Skipping school or classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Lying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Can't seem to sit still, having too much energy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Hurting self (cutting or scratching self, taking pills)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Talking or thinking about death	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Feeling worthless or useless	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Feeling lonely and having no friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Feeling anxious or fearful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Worrying that something bad is going to happen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Feeling sad or depressed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Nightmares	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Eating problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Ohio Scales: Agency Worker Form

1	7	7	1	0
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**Roles:** Enter the number of days the youth was placed in each of the following settings during the past 90 days. (For example, the youth may have been in a detention center for 3 days, a group home for 7 days, and with the biological mother for 80 days.) **The total number of days MUST equal 90.**

[illegible]

**Juvenile Detention Center**

0 6 8 7 9 5 4 3 2 1

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○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ☐

**Inpatient Psychiatric Hospital**

0 6 8 7 9 5 4 3 2 1

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○ ○ ○ ○ ○ ○ ○ ○ ○ ○

☐ ☐

Drug/Alcohol Rehab Center

**Medical Hospital**

0 6 8 7 9 5 4 3 2 1

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○ ○ ○ ○ ○ ○ ○ ○ ○ ○

☐ ☐

Residential Treatment

0 6 8 7 5 5 4 3 2 1

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○ ○ ○ ○ ○ ○ ○ ○ ○ ○

☐

☐

Group Emergency Shelter

Residential Job Corp/Voc Center

Group Home

0 6 8 7 9 5 4 3 2 1

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○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

☐

☐

Therapeutic Foster Care

Individual Home Emergency Shelter

Specialized Foster Care

Foster Care

	1	2	3	4	5	6	7	8	9	0
○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○

Supervised Independent Living

0 9 8 7 6 5 4 3 2 1

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**Home of a Family Friend**

0 6 8 7 9 5 4 3 2 1

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Adoptive Home

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Home of a Relative

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[illegible]

**Biological Father**

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Biological Mother

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**Two Biological Parents**

0 6 8 7 9 5 4 3 2 1

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☐

Independent Living with Friend

10 9 8 7 6 5 4 3 2 1

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☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

☐ ☐

**Independent Living by Self**

0 9 8 7 6 5 4 3 2 1

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○ ○ ○ ○ ○ ○ ○ ○ ○ ○ □



47825

**Ohio Scales: Agency Worker Form**

1 7 7 1 0

Youth's Name: \_\_\_\_\_

**Number in past 90 Days**

<b>Arrests</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1	<input type="radio"/>	1	<input type="radio"/>	1	<input type="radio"/>
2	<input type="radio"/>	2	<input type="radio"/>	2	<input type="radio"/>
3	<input type="radio"/>	3	<input type="radio"/>	3	<input type="radio"/>
4	<input type="radio"/>	4	<input type="radio"/>	4	<input type="radio"/>
5	<input type="radio"/>	5	<input type="radio"/>	5	<input type="radio"/>
6	<input type="radio"/>	6	<input type="radio"/>	6	<input type="radio"/>
7	<input type="radio"/>	7	<input type="radio"/>	7	<input type="radio"/>
8	<input type="radio"/>	8	<input type="radio"/>	8	<input type="radio"/>
9	<input type="radio"/>	9	<input type="radio"/>	9	<input type="radio"/>
0	<input type="radio"/>	0	<input type="radio"/>	0	<input type="radio"/>

**Suspensions from School****Days in Detention****Days of School Missed****Self-Harm Attempts****Instructions:****Please mark the number corresponding to the child's current level of functioning in each area.**

	Extreme Troubles	Quite a Few Troubles	Some Troubles	OK	Doing Very Well
1. Getting along with friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Getting along with family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Dating or developing relationships with boyfriends or girlfriends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Getting along with adults outside the family (teachers, principal)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Keeping neat and clean, looking good	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Caring for health needs and keeping good health habits (taking medicines or brushing teeth)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Controlling emotions and staying out of trouble	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Being motivated and finishing projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Participating in hobbies (baseball cards, coins, stamps, art)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Participating in recreational activities (sports, swimming, bike riding)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Completing household chores (cleaning room, other chores)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Attending school and getting passing grades in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Learning skills that will be useful for future jobs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Feeling good about self	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Thinking clearly and making good decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Concentrating, paying attention, and completing tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Earning money and learning how to use money wisely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Doing things without supervision or restrictions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Accepting responsibility for actions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Ability to express feelings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



# Ohio Scales: Parent Rating Form

# P

45

Youth's Name: \_\_\_\_\_

Today's Date: \_\_\_\_\_

Shade Circles Like This--&gt; ●

Not Like This--> ☒ ☐Agency  
Use Only

1 7 7 1 0

**Instructions:**

Please rate the degree to which your child has experienced the following problems in the past 30 days.

	Not at All	Once or Twice	Several Times	Often	Most of the Time	All of the Time
1. Arguing with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Getting into fights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Yelling, swearing, or screaming at others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Fits of anger	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Refusing to do things teachers or parents ask	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Causing trouble for no reason	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Using drugs or alcohol	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Breaking rules / breaking the law (out past curfew, stealing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Skipping school or classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Lying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Can't seem to sit still, having too much energy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Hurting self (cutting or scratching self, taking pills)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Talking or thinking about death	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Feeling worthless or useless	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Feeling lonely or having no friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Feeling anxious or fearful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Worrying that something bad is going to happen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Feeling sad or depressed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Nightmares	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Eating problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Overall, how satisfied are you with your relationship with your child right now?**

- ☐ 1 Extremely Satisfied
- ☐ 2 Moderately Satisfied
- ☐ 3 Somewhat Satisfied
- ☐ 4 Somewhat Dissatisfied
- ☐ 5 Moderately Dissatisfied
- ☐ 6 Extremely Dissatisfied

**How much stress or pressure is in your life right now?**

- ☐ 1 Very little stress
- ☐ 2 Some stress
- ☐ 3 Quite a bit of stress
- ☐ 4 A moderate amount of stress
- ☐ 5 A great deal of stress
- ☐ 6 Unbearable amounts of stress

**How capable of dealing with your child's problems do you feel right now?**

- ☐ 1 Extremely Capable
- ☐ 2 Moderately Capable
- ☐ 3 Somewhat Capable
- ☐ 4 Somewhat Incapable
- ☐ 5 Moderately Incapable
- ☐ 6 Extremely Incapable

**How optimistic are you about your child's future?**

- ☐ 1 The future looks very bright
- ☐ 2 The future looks somewhat bright
- ☐ 3 The future looks OK
- ☐ 4 The future looks both good and bad
- ☐ 5 The future looks bad
- ☐ 6 The future looks very bad



# Ohio Scales: Parent Rating Form

45

**How satisfied are you with the mental health services your child has received so far?**

- ☐ 1 Extremely satisfied  
☐ 2 Moderately satisfied  
☐ 3 Somewhat satisfied  
☐ 4 Somewhat dissatisfied  
☐ 5 Moderately dissatisfied  
☐ 6 Extremely dissatisfied

**To what degree have you been included in the treatment planning process for your child?**

- ☐ 1 A great deal  
☐ 2 Moderately  
☐ 3 Quite a bit  
☐ 4 Somewhat  
☐ 5 A little  
☐ 6 Not at all

**Agency  
Use Only**

1 7 7 1 0

**Mental health workers involved in my case listen to and value my ideas about treatment planning for my child:**

- ☐ 1 A great deal  
☐ 2 Moderately  
☐ 3 Quite a bit  
☐ 4 Somewhat  
☐ 5 A little  
☐ 6 Not at all

**To what extent does your child's treatment plan include your ideas about your child's treatment needs?**

- ☐ 1 A great deal  
☐ 2 Moderately  
☐ 3 Quite a bit  
☐ 4 Somewhat  
☐ 5 A little  
☐ 6 Not at all

<b>Instructions:</b> <b>Please rate the degree to which your child's problems affect his or her current ability in everyday activities. Consider your child's current level of functioning.</b>	<b>Extreme Troubles</b>	<b>Quite a Few</b>	<b>Some Troubles</b>	<b>OK</b>	<b>Doing Very Well</b>
1. Getting along with friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Getting along with family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Dating or developing relationships with boyfriends or girlfriends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Getting along with adults outside the family (teachers, principal)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Keeping neat and clean, looking good	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Caring for health needs and keeping good health habits (taking medicines or brushing teeth)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Controlling emotions and staying out of trouble	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Being motivated and finishing projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Participating in hobbies (baseball cards, coins, stamps, art)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Participating in recreational activities (sports, swimming, bike riding)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Completing household chores (cleaning room, other chores)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Attending school and getting passing grades in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Learning skills that will be useful for future jobs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Feeling good about self	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Thinking clearly and making good decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Concentrating, paying attention, and completing tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Earning money and learning how to use money wisely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Doing things without supervision or restrictions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Accepting responsibility for actions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Ability to express feelings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Form Completed By:**

☐ Mother ☐ Father ☐ Step-Mother ☐ Step-Father ☐ Other

# Ohio Scales: Youth Rating Form

Youth's Name: \_\_\_\_\_

Today's Date: \_\_\_\_\_

Shade Circles Like This--&gt; ●

Not Like This--&gt; ⊗ ⊙

 Agency  
Use Only

1 7 7 1 0

**Instructions:**

Please rate the degree to which you have experienced the following problems in the past 30 days.

	Not at All	Once or Twice	Several Times	Often	Most of the Time	All of the Time
1. Arguing with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Getting into fights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Yelling, swearing, or screaming at others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Fits of anger	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Refusing to do things teachers or parents ask	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Causing trouble for no reason	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Using drugs or alcohol	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Breaking rules / breaking the law (out past curfew, stealing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Skipping school or classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Lying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Can't seem to sit still, having too much energy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Hurting self (cutting or scratching self, taking pills)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Talking or thinking about death	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Feeling worthless or useless	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Feeling lonely or having no friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Feeling anxious or fearful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Worrying that something bad is going to happen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Feeling sad or depressed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Nightmares	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Eating problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Overall, how satisfied are you with your life right now?**

- ☐ 1 Extremely Satisfied  
☐ 2 Moderately Satisfied  
☐ 3 Somewhat Satisfied  
☐ 4 Somewhat Dissatisfied  
☐ 5 Moderately Dissatisfied  
☐ 6 Extremely Dissatisfied

**How energetic and healthy do you feel right now?**

- ☐ 1 Extremely Healthy  
☐ 2 Moderately Healthy  
☐ 3 Somewhat Healthy  
☐ 4 Somewhat Unhealthy  
☐ 5 Moderately Unhealthy  
☐ 6 Extremely Unhealthy

**How much stress or pressure is in your life right now?**

- ☐ 1 Very little stress  
☐ 2 Some stress  
☐ 3 Quite a bit of stress  
☐ 4 A moderate amount of stress  
☐ 5 A great deal of stress  
☐ 6 Unbearable amounts of stress

**How optimistic are you about the future right now?**

- ☐ 1 The future looks very bright  
☐ 2 The future looks somewhat bright  
☐ 3 The future looks OK  
☐ 4 The future looks both good and bad  
☐ 5 The future looks bad  
☐ 6 The future looks very bad



63463

# Ohio Scales: Youth Rating Form

**How satisfied are you with the mental health services you have received so far?**

- ☐ 1 Extremely satisfied  
☐ 2 Moderately satisfied  
☐ 3 Somewhat satisfied  
☐ 4 Somewhat dissatisfied  
☐ 5 Moderately dissatisfied  
☐ 6 Extremely dissatisfied

**How much are you included in deciding your treatment?**

- ☐ 1 A great deal  
☐ 2 Moderately  
☐ 3 Quite a bit  
☐ 4 Somewhat  
☐ 5 A little  
☐ 6 Not at all

**Agency  
Use Only**

1 7 7 1 0

**Mental health workers involved in my case listen to me and know what I want.**

- ☐ 1 A great deal  
☐ 2 Moderately  
☐ 3 Quite a bit  
☐ 4 Somewhat  
☐ 5 A little  
☐ 6 Not at all

**I have a lot of say about what happens in my treatment.**

- ☐ 1 A great deal  
☐ 2 Moderately  
☐ 3 Quite a bit  
☐ 4 Somewhat  
☐ 5 A little  
☐ 6 Not at all

Instructions: Below are some ways your problems might get in the way of your ability to do everyday activities. Read each item and circle the number that best describes your current situation.	Extreme Troubles	Quite a Few	Some Troubles	OK	Doing Very Well
1. Getting along with friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Getting along with family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Dating or developing relationships with boyfriends or girlfriends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Getting along with adults outside the family (teachers, principal)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Keeping neat and clean, looking good	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Caring for health needs and keeping good health habits (taking medicines or brushing teeth)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Controlling emotions and staying out of trouble	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Being motivated and finishing projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Participating in hobbies (baseball cards, coins, stamps, art)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Participating in recreational activities (sports, swimming, bike riding)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Completing household chores (cleaning room, other chores)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Attending school and getting passing grades in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Learning skills that will be useful for future jobs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Feeling good about self	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Thinking clearly and making good decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Concentrating, paying attention, and completing tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Earning money and learning how to use money wisely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Doing things without supervision or restrictions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Accepting responsibility for actions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Ability to express feelings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## **Attachment 4**

## **Two Ways Home Focused Discussion Guide**

### **Goal:**

Conduct evaluation of the implementation of the Two Ways Home (TWH) program.

- Solicit information from key players regarding barriers and facilitators to implementation.
- Develop themes related to “lessons learned” from the project implementation.

### **How Data Will Be Used:**

1. To make program changes if possible.
2. To report to the Children’s Bureau of the Department of Health and Human Services on the implementation of the TWH project.

### **Participants:**

Group 1: TWH project director, case managers and family life specialists.

Group 2: Cuyahoga County Department of Child and Family Services (CCDCFS) district chiefs, supervisors and case managers.

### **Implementation Objectives:**

1. To develop and pilot a model of community-based service involving a public/private partnership between CCDCFS and Beech Brook, based on the Casey Foundation’s Family to Family Initiative, in a collaborative effort to respond to AFSA;
2. Work in partnership with CCDCFS to expedite permanency by concurrently planning for reunification, kinship placement through legal custody, or adoption by kin or recruited adoptive family.

### **Implementation Tasks/Questions:**

#### **1. Assisted with case responsibilities.**

- a. On a scale of 1-10, with 1 being the lowest and 10 the highest, please rate how well the TWH program assisted with case responsibilities.
- b. What else could TWH have done to assist with case responsibilities?
- c. What were the barriers to TWH assistance?
- d. What were facilitators of TWH assistance?

#### **2. Increased communication between public/private partners.**

- a. On a scale of 1-10, with 1 being the lowest and 10 the highest, please rate how well the TWH program helped increase communication between the public (CCDCFS) and private partner (Beech Brook).
- b. What else could TWH have done to improve communication?
- c. What were the barriers to improved communication?

d. What were facilitators of communication?

**3. Decrease barriers to placement with group problem solving.**

- a. On a scale of 1-10, with 1 being the lowest and 10 the highest, please rate how well the group problem solving element of the TWH program helped decrease barriers to placement.
- b. What else could (the group problem solving element of ) TWH have done to decrease barriers to placement?
- c. What were barriers encountered to the group problem solving element?
- d. What facilitated group problem solving efforts to decrease barriers to placement?

**4. Improve service delivery for referred cases.**

- a. On a scale of 1-10, with 1 being the lowest and 10 the highest, please rate how well the TWH program helped improve service delivery for referred cases.
- b. What else could TWH have done to improve service delivery for referred cases?
- c. What were barriers to improving service delivery?
- d. What facilitated improved service delivery?

**5. Potential for reunification form. HAVE COPY READY FOR REVIEW**

- a. On a scale of 1-10, with 1 being the lowest and 10 the highest, please rate how well the TWH potential for reunification form helped improve case outcomes.
- b. What items could be added to the potential for reunification scale to improve it?
- c. Discuss limitations of the scale.
- d. Discuss benefits of the scale.

**6. Identification of relatives and their commitment of support to birth parents and children.**

- a. On a scale of 1-10, with 1 being the lowest and 10 the highest, please rate how well TWH efforts to identify relatives improved case outcomes.
- b. What else could TWH have done to identify relatives committed to supporting birth parents and children?
- c. What were barriers to identifying committed relatives?
- d. What things facilitated the identification of committed relatives?

**7. Recruitment, licensing of partner parents.**

- a. On a scale of 1-10, with 1 being the lowest and 10 the highest, please rate how well the TWH program helped recruit and license partner parents.
- b. What else could TWH have done to recruit and license partner parents?
- c. What were barriers to recruiting and licensing partner parents?
- d. What things facilitated the recruitment and licensing of partner parents?

**8. Reunifying children with their birth mothers and birth fathers.**

- a. On a scale of 1-10, with 1 being the lowest and 10 the highest, please rate how well the TWH program helped reunify children with their birth mothers and birth fathers.
- b. What else could TWH have done to help reunify children with their birth mothers and birth fathers?
- c. What were barriers to reunification with birth mothers and birth fathers?
- d. What things facilitated reunification with birth mothers and birth fathers?

**9. Development/implantation of case plans.**

- a. On a scale of 1-10, with 1 being the lowest and 10 the highest, please rate how well the TWH program helped with the development and implementation of case plans.
- b. What else could TWH have done in the development/implementation of case plans?
- c. What were barriers to the development/implementation of case plans?
- d. What things facilitated the development/implementation of case plans?

## **Attachment 5**



57971

Beech Brook - Two Ways Home  
Client Satisfaction Survey - Child Version, Ages 12-18

Please use a black ink pen. No felt tip markers please. Change your bubble selections by placing an X through the incorrect response and selecting another bubble. Follow the example of the samples below.

**Shade Circles Like This** .....➤ ●

**Not Like This** .....    

**Change Answers Like This .....**

**Date**

**Who is the case manager that works with you the most?**

[illegible]

### What is your sex?

○ Male

○ Female

## How old are you?

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**1. How did you feel about the help you received from Two Ways Home?**

☐ Very Unhappy    ☐ Unhappy    ☐ Mixed    ☐ Happy    ☐ Very Happy

**2. The case manager who worked with you and your family was...**

☐ Made things worse    ☐ Not helpful    ☐ Sometimes helpful    ☐ Helpful    ☐ Very helpful

### 3. Since starting with Two Ways Home, how are you doing?

☐ Much worse    ☐ Worse    ☐ About the same    ☐ Better    ☐ Much better

**4. Since starting with Two Ways Home, how is your present family doing?**

☐ Much worse    ☐ Worse    ☐ About the same    ☐ Better    ☐ Much better

**5. Since starting with Two Ways Home, how is your birth family doing?**

☐ Much worse    ☐ Worse    ☐ About the same    ☐ Better    ☐ Much better    ☐ Does not apply

**6. Since starting with Two Ways Home, how are you dealing with your problems?**

☐ Much worse    ☐ Worse    ☐ About the same    ☐ Better    ☐ Much better

**7A. Since starting with TWH, how happy are you with the progress made towards adjusting to your kinship family?**

☐ Very Unhappy    ☐ Unhappy    ☐ Mixed    ☐ Happy    ☐ Very Happy    ☐ Does not apply

**7B. Since starting with TWH, how happy are you with the progress made towards your birth family's problems?**

☐ Very Unhappy    ☐ Unhappy    ☐ Mixed    ☐ Happy    ☐ Very Happy    ☐ Does not apply

**8. What things got in the way of you and/or your family getting help through Two Ways Home?**

☐ Transportation problems   ☐ Language   ☐ Cultural differences   ☐ Location of services

☐ Scheduling      ☐ No say in decisions      ☐ Nothing got in the way      ☐ Other \_\_\_\_\_

**9. How helpful was your case manager in explaining the things that are going on in your life?**

☐ Made things worse    ☐ Not helpful    ☐ Sometimes helpful    ☐ Helpful    ☐ Very helpful

**10. Overall, how happy are you with your current home?**

☐ Very Unhappy    ☐ Unhappy    ☐ Mixed    ☐ Happy    ☐ Very Happy

**11. How happy are you with the amount of time it took for you to be reunified/placed with kin/placed with an adoptive family?**

☐ Very Unhappy    ☐ Unhappy    ☐ Mixed    ☐ Happy    ☐ Very Happy

**12. If one of your friends needed help, would you recommend Two Ways Home?**

☐ Definitely no    ☐ No    ☐ Maybe    ☐ Yes    ☐ Definitely yes

Page Link

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57971

**13. What advice would you share with another child dealing with the same thing as you?**

**14. What advice would you give Two Ways Home workers about how to help children deal with the same thing as you?**

Page Link

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**Program: Two Ways Home— Child Version, Ages 8-11**

**We want to know how you feel about the services you received at Beech Brook. Staff will receive general feedback but will not know which answers were yours. Please circle the correct answer, place the survey in the envelope provided and seal the envelope. Thank You!**

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Age \_\_\_\_\_

I am a: Boy                  Girl

Who is the case manager that worked with you the most? \_\_\_\_\_

1. How did you feel about the help you received from Two Ways Home?



Very Unhappy



Unhappy



Mixed



Happy



Very Happy

2. The case manager who worked with you and your family was...



Made Things  
Worse



Not Helpful



Sometimes Helpful



Helpful



Very Helpful

3. Since starting with Two Ways Home, how are you doing?



Much Worse



Worse



About the Same



Better



Much Better

4. Since starting with Two Ways Home, how is your present family doing?



Much Worse



Worse



About the Same



Better



Much Better

5. Since starting with Two Ways Home, how is your birth family doing?



Much Worse



Worse



About the Same



Better



Much Better

Does not apply

6. Since starting with Two Ways Home, how are you dealing with your problems?



Very Unhappy



Unhappy



Mixed



Happy



Very Happy

7A. Since starting with TWH, how happy are you with the progress made towards adjusting to your kinship family?



Very Unhappy



Unhappy



Mixed



Happy



Very Happy

Does not apply

7B. Since starting with TWH, how happy are you with the progress made towards your birth family's problems?



Very Unhappy



Unhappy



Mixed



Happy



Very Happy

Does not apply

8. What things got in the way of you and/or your family getting help through Beech Brook?

*Transportation Problems*

*Language*

*Cultural Differences*

*Location of Services*

*Scheduling*

*No Say In Decisions*

*Nothing Got In The Way*

*Other* \_\_\_\_\_

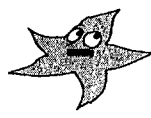
9. How helpful was your case manager in explaining the things that are going on in your life?



Made Things  
Worse



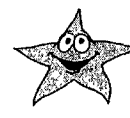
Not Helpful



Sometimes Helpful



Helpful



Very Helpful

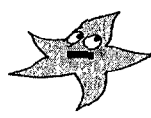
10. Overall, how happy are you with your current home?



Very Unhappy



Unhappy



Mixed



Happy



Very Happy

11. How happy are you with the amount of time it took for you to be reunified/placed with kin/placed with an adoptive family?



Very Unhappy



Unhappy



Mixed



Happy



Very Happy

12. If one of your friends needed help, would you recommend Two Ways Home?

Definitely No

No

Maybe

Yes

Definitely Yes

13. What advice would you share with another child dealing with the same thing as you?

14. What advice would you give Two Ways Home workers about how to help children deal with the same thing as you?

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**Change Answers Like This** .....  

[illegible][illegible]

13. How helpful were the following services?	Made Things Worse	Not Helpful	Sometimes Helpful	Helpful	Very Helpful	NA
Family visitation support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family meetings/conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recreational support (dinners, picnics)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transportation services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication support with county	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. If your family had the same problems again, would you come back?

☐ Definitely no    ☐ No    ☐ Maybe    ☐ Yes    ☐ Definitely yes

15. Do you have anything else to say about the services?

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# GRANTS ADMINISTRATION MANUAL

## EXHIBIT X-4.02.6

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### PROPERTY INVENTORY

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#### PROPERTY INVENTORY AND DISPOSITION STATEMENT

GRANTEE NAME Beech Brook GRANT NO. 90-CO-0941

☒ NO PROPERTY ACQUIRED UNDER THIS GRANT

Please specify item description, quantity, identification number, acquisition cost, date of purchase, and final disposition of all equipment or property purchased under this grant. Equipment is defined as tangible nonexpendable personal property having a useful life of more than one year and an acquisition cost of \$5000 or more per unit. Examples of possible disposition include: property sold and required proceeds returned to the Federal Government; title to property transferred to Federal Government or eligible non-Federal party; property retained for the furtherance of objectives for which grant funds were awarded, etc. Property disposition information can be found in Title 45 Code of Federal Regulations Part 74, Section 74.32 - 74.37 and Part 92, Subparts C and D.

<u>Item Description</u>	<u>Quantity</u>	<u>ID/Serial#</u>	<u>Cost</u>	<u>Date of Purchase</u>	<u>Final Disposition</u>
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SIGNATURE Debra Rep Date 3-2-04  
Program Director/Title  
Acting President/CEO

Grants Administration Manual

Exhibit X-4.02.6